



Music



Music Standards, Kindergarten Through Grade Twelve

Standard 1. **Artistic Perception**

Processing, analyzing, and responding to sensory information through the language and skills unique to the arts

Music descriptor: Students listen to, analyze, and describe music using music terminology. They read and notate music.

Standard 2. **Creative Expression**

Creating, performing, and participating in the arts

Music descriptor: Students develop vocal and instrumental music skills in order to perform a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments.

Standard 3. **Historical and Cultural Context**

Understanding historical contributions and cultural dimensions of the arts

Music descriptor: Students develop knowledge and skills necessary to understand and perform music from all parts of the world. They investigate the relationship of music to history and culture.

Standard 4. **Aesthetic Valuing**

Responding to, analyzing, and making judgments about works in the arts

Music descriptor: Students describe, analyze, interpret, and derive meaning from musical works. They develop criteria, then make critical judgments about and determine the quality of musical experiences and performances based on elements and principles of music.

Standard 5. **Connections, Relations, Applications**

Connecting and applying what is learned in each art form to learning in other art forms, subject areas, and careers

Music descriptor: Students apply what they learn in music to learning in other subject areas. They develop competencies in problem solving, communication skills, working with others, and management of time and resources, all of which contribute to lifelong learning and career skills.

Kindergarten

Standard 1. **Artistic Perception**

Processing, analyzing, and responding to sensory information through the language and skills unique to the arts

Music descriptor: Students listen to, analyze, and describe music using music terminology. They read and notate music.

Benchmarks

1. The student begins to explore the meaning, nature, and structure of music through informal experiences with music.
2. The student develops a basic musical vocabulary with which he or she expresses understanding of simple forms and elements of music when presented aurally.
3. The student recognizes that music can be represented by pictures and/or symbols.

Kindergarten

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1	a. Explore various ways of creating and changing sound.	Students participate in a "sound discovery" session to figure out how certain physical actions produce certain sounds. They use materials such as kitchen utensils, twigs, pieces of wood, rhythm instruments, combs, and tissues to show and talk about the way the sounds are made. Each student then categorizes the sounds and talks about how each category was determined. (a, b)
2	b. Use simple terms to describe elements of music.	Students clap a steady beat while singing a song such as "Jack and Jill" or "London Bridge." They talk about (or label) the beat. (a, b)

Standard 1 Benchmarks (Continued)**Kindergarten**

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
2	c. Explore the sounds of a variety of instruments and human voices.	Students identify the sounds of children's voices and male and female adult voices when listening to a variety of recordings. (c)
3	d. Invent and use symbols to represent musical sounds and ideas.	Students make up a piece of music, write it down on paper or chalkboard using symbols to represent the various sounds, and perform it. Students are also asked to explain the symbols. (d)

Standard 2. Creative Expression

Creating, performing, and participating in the arts

Music descriptor: Students develop vocal and instrumental music skills in order to perform a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments.

Benchmarks

1. The student explores the uses of the voice and a variety of classroom instruments.
2. The student uses a variety of sound sources in creating (improvisation) simple original melodic and rhythmic patterns.
3. The student explores creative expression in music through movement.

Kindergarten

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1	a. Find and use his or her singing voice.	Students demonstrate the difference between the speaking voice and the singing voice. They use the singing voice to sing songs of limited range, such as "London Bridge." (a)
1	b. Echo short melodic patterns and rhythms.	Students echo with their singing voices what they have just heard sung (simple melodic patterns sung by the teacher). (b)
2	c. Use a variety of classroom instruments to create sound stories and simple orchestration.	Students select rhythm instruments to orchestrate simple poems or nursery rhymes, such as "Hickory Dickory Dock." (c)
3	d. Create movements that help to dramatize songs and/or musical pieces.	Students respond with movement to such songs as "Little Red Caboose," "Five Angels," and "Riding in the Buggy," and to pieces such as Brahms's Hungarian Dance no. 5 and Mussorgsky's <i>Ballet of the Unhatched Chicks</i> from <i>Pictures at an Exhibition</i> . (d)

Standard 3. Historical and Cultural Context

Understanding historical contributions and cultural dimensions of the arts

Music descriptor: Students develop knowledge and skills necessary to understand and perform music from all parts of the world. They investigate the relationship of music to history and culture.

Benchmarks

1. The student listens to and describes music from a variety of cultures.
2. The student sings and dances, from memory, a varied repertoire of songs representing diverse cultures.
3. The student identifies various uses of music in his or her daily experiences.

Kindergarten

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1, 2	a. Identify, sing, and play simple song games of various cultures.	Students sing and play children's songs and games from around the world, such as the African-American singing game "Charlie over the Ocean," the Obwisana "Rock Passing Song," the French song "Puccinella," and the American folk song "Bow Belinda." (a)
3	b. Identify and sing examples of functional music; for example, lullabies, marches, and seasonal songs.	After listening and moving to specific examples of functional music, such as "Hush Little Baby" or "March of the Toys," by Victor Herbert, students talk about the music's effectiveness for its intended use. They identify songs familiar to them that serve the same functions, such as "Rockabye-Baby" and "Yankee Doodle." (b)

Standard 4. **Aesthetic Valuing**

Responding to, analyzing, and making judgments about works in the arts

Music descriptor: Students describe, analyze, interpret, and derive meaning from musical works. They develop criteria, then make critical judgments about and determine the quality of musical experiences and performances based on elements and principles of music.

Benchmarks

1. The student listens to, sings, and talks about songs that convey meaning, images, and moods.
2. The student recognizes appropriate ways to make musical sounds.

Kindergarten

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1, 2	a. Listen to music and create movements that represent the sounds.	Students listen and move to a piece of music, such as Anderson's <i>The Syncopated Clock</i> . Each student then talks about her or his choice of movements and tells why he or she chose them. (a)
1, 2	b. Identify, talk about, and sing or play music written for specific purposes.	Students sing a "good morning" song, then a lullaby, and talk about the purpose of each song. Students sing the song with appropriate expression. (b)

Standard 5. **Connections, Relations, Applications**

Connecting and applying what is learned in each art form to learning in other art forms, subject areas, and careers

Music descriptor: Students apply what they learn in music to learning in other subject areas. They develop competencies in problem solving, communication skills, working with others, and management of time and resources, all of which contribute to lifelong learning and career skills.

Benchmarks

- 1. Students explore the relationship of music to the other arts.
- 2. Students talk about what musicians do.

Kindergarten

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1	a. Create a dance or visual artwork in response to songs familiar to him or her.	Students illustrate the lyrics of such folksongs as "John the Rabbit" by drawing or painting. (a)
2	b. Identify what musical performers do.	Students pantomime the roles of conductor, singer, pianist, horn player, and rock guitarist/drummer while listening to selected recordings. (b)

Grades One and Two

Standard 1. **Artistic Perception**

Processing, analyzing, and responding to sensory information through the language and skills unique to the arts

Music descriptor: Students listen to, analyze, and describe music using music terminology. They read and notate music.

Benchmarks

1. The student demonstrates a basic musical vocabulary with which she or he expresses an understanding of simple forms and elements of music.
2. The student demonstrates perceptual skills by moving to music, answering questions about music, and describing aural examples of music.
3. The student applies a system of musical notation to read and write simple patterns of pitch and rhythm.

Grade One


Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1	a. Use musical terms to talk about what he or she hears.	After listening to “ <i>City Noise</i> ,” by Karla Kushkin, and listening to a short excerpt from the beginning of George Gershwin’s “ <i>An American in Paris</i> ,” with its taxi horns, students talk about and re-create sounds they hear in their own community that are similar to sounds identified in these works.(a, b)
2	b. Move to music.	After singing and dancing “Shoo Fly,” students talk about how contrasting movements show the changes in musical form (ABA). (a, b)

Standard 1 Benchmarks (Continued)

Grade One

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
2	c. Identify aurally and visually simple rhythm patterns and melodic patterns.	<p>After singing the song “Bingo” and clapping the rhythm pattern in this song (♩ ♩ ♩ ♩), students clap and chant the rhythm syllables for the rhythm pattern (“ta ta ti ti ta”). Students rotate the pattern (1 1 1 1), and <i>create</i> a new rhythm pattern by rearranging the notes in the pattern (e.g., 1 1 1 1; 1 1 1 1; 1 1 1 1). (c)</p> <p>Students read melodic notation for simple pentatonic songs using hand signs and the melodic syllables “sol” and “mi,” such as “Starlight.” (c)</p>

Grade Two

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1	d. Identify melody, rhythm, and harmony in selected pieces of music.	After the class has studied selected pieces of music, students identify and experiment with melody as a line of successive pitches, with rhythm as a pattern of even and uneven beats, and with harmony as two pitches sounded simultaneously. Students use a variety of classroom instruments in completing these tasks. (d)
2	e. Re-create sounds made in the environment by using vocal, body, instrumental, and “found” sounds.	During a walk around the school in a “sound search,” students talk about the variety of sounds they discover; e.g., the swish of the custodian’s broom, the click of the copier, footsteps at recess, and the movements of an eraser. Students then explore and re-create the sounds heard using a variety of objects and instruments, adding pantomime or creative movement. (e)
3	f. Read and write simple notation.	<p>Students listen/move/chant/create to differentiate between one or two even sounds on a beat. They then read and write simple rhythms using the following symbols for duration: (f)</p> <p></p> <p>Students read simple melodic notation for melodic patterns or easy pentatonic songs, such as “Pease Porridge Hot,” using hand signs and two or more melodic syllables (“sol,” “mi,” “la,” “re,” or “do”). (f)</p>

Standard 2. Creative Expression

Creating, performing, and participating in the arts

Music descriptor: Students develop vocal and instrumental music skills in order to perform a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments.

Benchmarks

1. The student sings or performs on instruments a varied repertoire of music.
2. The student improvises simple rhythmic and melodic ostinato accompaniments.
3. The student creates movements that depict changes in musical elements (melody, rhythm, tempo, form, dynamics, and timbre).

Grades One and Two

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1	a. Sing from memory, with increasing accuracy, a varied repertoire of songs representing genres and styles from various cultures.	Students join other class members in singing and playing simple children's songs and singing games such as "Skip to My Lou," "Miss Mary Mack," "Matarile," "Che Che Koolay," "Kagone" ("Wild Bird"), and "St. Paul's Steeple." (a)
2	b. Improvise simple rhythmic and melodic ostinato accompaniments using the voice, body, and classroom instruments.	Students create a melodic ostinato to accompany a song such as "Frère Jacques." (b)
3	c. Create movements to express pitch, tempo, and dynamics (high/low, fast/slow, and loud/soft).	After listening to "The Elephant" and "Aviary" from <i>The Carnival of the Animals</i> , by Camille Saint-Saens, students move with contrasting movements to demonstrate the rise and fall, tempo, and dynamics of the music. (c)
2	d. Improvise simple melodies and rhythms using the voice, body, or classroom instruments.	After listening to and/or reading poems in <i>Street Music: City Poems</i> , by Arnold Adoff, small groups of students create simple musical accompaniments using rhythm and melody instruments and vocal sounds. (d)

Standard 3. Historical and Cultural Context

Understanding historical contributions and cultural dimensions of the arts

Music descriptor: Students develop knowledge and skills necessary to understand and perform music from all parts of the world. They investigate the relationship of music to history and culture.

Benchmarks

1. The student identifies various uses of music in his or her daily experiences and describes characteristics that make certain music suitable for each use.
2. The student sings and dances, from memory, a varied repertoire of songs representing diverse cultures.

Grade One

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1	a. Distinguish between different cultural styles of music.	After listening to, performing, and experiencing music from varied ethnic, historical and cultural sources, such as "Dona Blanca," a Mexican folk song; "Kagome," a singing game from Japan; and "Obwisana," a folk song from Ghana, students talk about the similarities and differences among the songs. (a)

Grades One and Two

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
2	b. Perform simple songs of various cultures and styles, especially those represented by the school's population.	Students sing and listen to music of various cultures and invite members of the community to share their music and dances. Each student writes sentences and/or talks about elements in the music and/or dances that were similar and different. (b)

Grade Two

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1	c. Recognize and talk about how music tells stories about historical events and periods.	Students learn a variety of songs about the Old West and listen to and read stories about the period such as "Whitefish Will Ride Again!" by Arthur Yorinks. Small groups then create Old West dramatizations incorporating appropriate songs. (b, c)

Standard 4. **Aesthetic Valuing**

Responding to, analyzing, and making judgments about works in the arts

Music descriptor: Students describe, analyze, interpret, and derive meaning from musical works. They develop criteria, then make critical judgments about and determine the quality of musical experiences and performances based on elements and principles of music.

Benchmarks

1. The student applies appropriate criteria when talking about specific pieces of music.
2. The student talks about meaning, images, mood, and feelings conveyed by a variety of musical experiences.

Grade One

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1	a. Identify and talk about specific selections of music, instruments, and performances.	After listening to excerpts from a series of instrumental compositions, such as “The Stars and Stripes Forever,” by Sousa, or <i>Pop Goes the Weasel</i> , by Caillet, students determine occasions for which the music would be appropriate. (a, b)
2	b. Study and talk about how a specific composer or performer creates images, mood, and feelings in music.	

Grade Two

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
2	c. Talk about the elements of music to support their individual preferences of specific pieces of music.	Students listen to musical selections that describe a scene or event. Selections might include <i>The Little Train of the Caipira</i> , by Villa-Lobos; <i>Wheat Song</i> , by Ginastera; or <i>La Bamboula</i> , by Gottschalk. Each student then talks about or writes a short, simple response to the music using music vocabulary to support a preference. (c)

Standard 5. **Connections, Relations, Applications**

Connecting and applying what is learned in each art form to learning in other art forms, subject areas, and careers

Music descriptor: Students apply what they learn in music to learning in other subject areas. They develop competencies in problem solving, communication skills, working with others, and management of time and resources, all of which contribute to lifelong learning and career skills.

Benchmarks

1. Students explore how musicians work alone, together, and with other people in the community.
2. Students learn how practice improves musical skills.
3. Students identify ways in which the subject matter of other disciplines taught in the school are interrelated with those of music.
4. Students explore the relationship of music to the other arts.

Grade One

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1	a. Talk about different ways a musician performs.	<p>After a classroom visit and/or school assembly by musical performers, students describe what the performers did. (a)</p> <p>Students tell about what they have seen musicians do on television, video, and in live performances in their home or community. (a)</p> <p>When shown pictures of soloists or ensembles, students talk about the differences in playing alone and with others, such as cooperating, listening to each other, and following the conductor. (a)</p>
2	b. Perfect songs and dances through practice and rehearsal.	<p>Students tell what they did to improve their performance and relate that effort to what all musicians must do to become skilled performers. (b)</p> <p>Students practice folk songs and dances for a school performance of children's music from various cultures. (b)</p>

Grade Two

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
3, 4	c. Identify stories, songs, and artworks with similar themes.	<p>Students name a familiar song when given a theme, such as numbers, colors, and animals. (c)</p> <p>When read a story or shown a visual artwork, students respond with familiar songs that may have a connection. They explain the connection. (c)</p>

Grades Three Through Five

Standard 1. **Artistic Perception**

Processing, analyzing, and responding to sensory information through the language and skills unique to the arts

Music descriptor: Students listen to, analyze, and describe music using music terminology. They read and notate music.

Benchmarks

1. The student demonstrates knowledge of and is able to analyze the uses of the elements of music.
2. The student demonstrates perceptual skills by moving to music, answering questions about music, and describing aural examples of music.
3. The student identifies and uses standard notation symbols.

Grade Three

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1, 2	a. Identify the four families of orchestral instruments by sight and sound.	Students listen to <i>A Young Person's Guide to the Orchestra</i> , by Benjamin Britten, and name the family to which each instrument belongs. (a) Students experiment, using a variety of sound sources, voices, instruments, machines, or other implements, to create and modify sound and then perform their discoveries for the class. (a)
3	b. Read and write simple melodic and rhythm patterns.	Students read simple melodic notation for melodic patterns or easy pentatonic songs using hand signs and <i>three</i> or more melodic syllables ("sol," "mi," "la," "re," or "do"), such as "Jim-Along, Josie." (b)

Standard 1 Benchmarks (Continued)

Grade Three

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1	c. Listen to, analyze, and describe music in terms of form.	Students identify simple music forms when presented aurally: AB; ABA; rondo (ABACADA); canon or round. Examples might be “Zum Gali” (AB), a Hebrew work song; “Buffalo Gals” (AB), an American song; “Dance of the Sugar Plum Fairy” (ABA) or “Dance of the Reed Pipers” (ABA) from <i>The Nutcracker</i> , by Tchaikovsky; Rondo from Sonata, K. 545 (ABACA), by Mozart; “Ah, Poor Bird,” “Kookaburra,” and “The Ghost of Tom,” rounds for singing and playing; and “Oh Music, Sweet Music,” canon from <i>The Hallelujah</i> , Lowell Mason (1860), or Canon in D by Pachelbel. (c)
3	d. Read and write simple music notation.	Students read and write four-beat rhythm patterns using symbolic notations taken from songs they know. (d)
3	e. Develop ability to hear short musical examples and accurately match them to written symbols.	Small groups receive a card on which a four-beat rhythm pattern is printed, using quarter notes, eighth notes, quarter rests, and half notes. Each group plays their pattern on classroom rhythm instruments. (e)

Grade Four

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1	f. Listen to, analyze, and describe music in terms of the elements of music, rhythm, melody, harmony, texture, and timbre.	Using listening outlines or “maps,” students listen to pieces, such as Britten’s <i>Young Person’s Guide to the Orchestra</i> , and indicate the order in which solo instruments are heard. (f)
2	g. Identify the sounds of a variety of instruments as well as children’s voices and male and female voices.	Students identify the sounds of a variety of instruments: (1) orchestral and band (e.g., oboe, English horn, cello, piccolo, and bass drum); and (2) instruments from various world cultures (e.g., a Japanese koto, an Australian didgeridoo, and an Indonesian gamelan orchestra). (g)

Standard 1 Benchmarks (Continued)

Grades Four and Five

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
3	h. Read melodic notation for simple pentatonic songs.	Students read simple melodic notation for melodic patterns or easy pentatonic songs using hand signs and four or more melodic syllables ("sol," "mi," "la," "re," or "do"), such as "Get on Board." (h)
3	i. Read whole, half, dotted half, quarter, and eighth notes and corresponding rests.	Students notate and perform several eight-beat phrases that use combinations of eighth, quarter, and half notes and rests. (i)

Grade Five

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1	j. Identify phrases in an unfamiliar musical selection.	Students identify phrase form as "aaba" in "Goodbye Old Paint." (j)
1	k. Identify the composer's use of musical elements in the development of theme and variations.	Students identify melody (theme) and changes (variations in rhythm, instrumentation, harmony, and tempo) while listening to <i>American Salute</i> , by Morton Gould. (k)
1	l. Describe how the musician or composer used musical form in short musical works.	Students identify and describe the forms of such pieces as Bizet's "Carillon" (ABA) and Kodaly's "Viennese Musical Clock" (rondo ABACADA coda). (l)
2	m. Identify instruments and/or voices in short selections played solo or in small and large ensembles.	Students identify sounds of voices and instruments in selected solo, small ensemble, and large ensemble groups. (m)
2	n. Show, by moving, the various ideas about music, such as beat groupings (i.e., meter), rondo form, and melodic direction.	Students respond with contrasting movements to steady beats grouped in twos and threes in such pieces as Bernstein's "America." (n)
2	o. Participate in choral and/or instrumental group and/or ensemble performances.	Students play simple canon (e.g., "Canoe Song") on soprano recorders and add instrumental ostinato accompaniments using pitched percussion instruments. (o)

Standard 2. Creative Expression

Creating, performing, and participating in the arts

Music descriptor: Students develop vocal and instrumental music skills in order to perform a varied repertoire. They compose and arrange music and improvise melodies, variations, and accompaniments.

Benchmarks

1. The student sings or plays musical instruments on pitch, in rhythm, and with dynamics and maintains a steady tempo.
2. The student improvises melodies, variations, and accompaniments.
3. The student identifies and uses standard notational symbols.

Grade Three

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1	a. Sing or play, with increasing accuracy, a varied repertoire of music, alone and with others.	Students sing or play in a group and independently such songs as "America," "America the Beautiful," "Sakura," "Tue, Tue," and "Tinga Layo." Students work to play or sing with accuracy and expression (correct pitch/rhythm; appropriate timbre, diction, posture, and steady tempo). (a)
2	b. Expressively sing or play songs of increasing difficulty, including rounds, songs with ostinatos or descants, and partner songs.	Students join classmates in performing such songs as "Shenandoah," "Oh Music, Sweet Music" (Mason, 1860), and "The Lone Star Trail"/"Old Texas" (partner songs). (b)

Grade Four

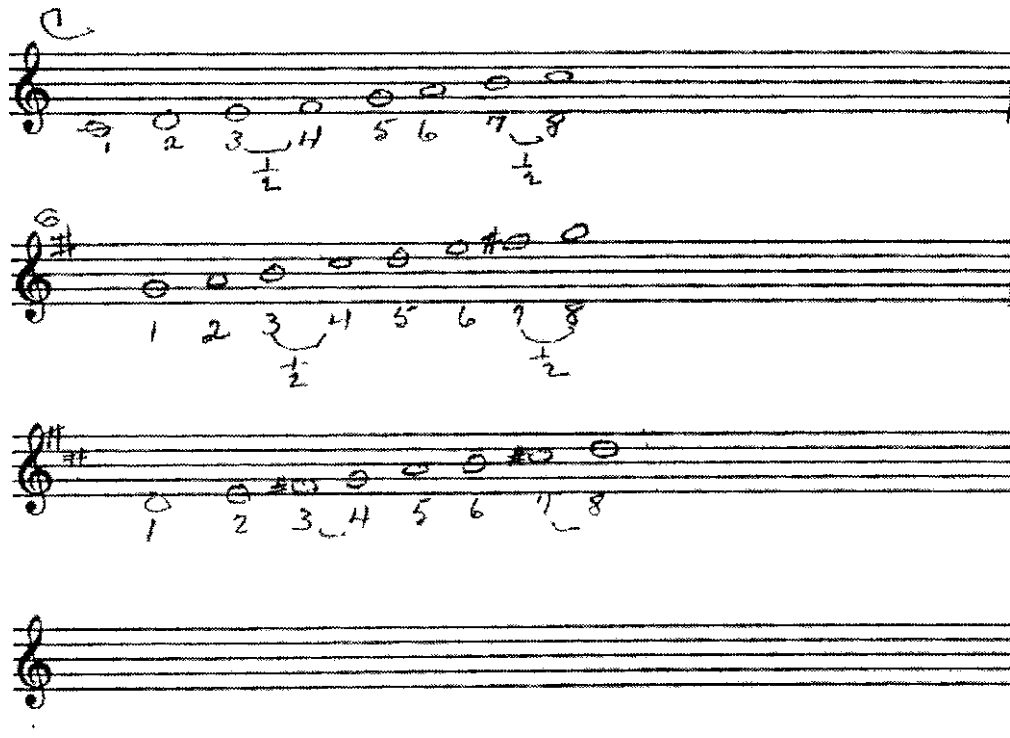
Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
2	c. Compose or improvise melodies, variations, and accompaniments.	Students join classmates in creating a rondo theme and improvising contrasting sections on pitched or nonpitched instruments. (c)
3	d. Improvise melodic and rhythmic accompaniments.	Students improvise simple percussion accompaniments to songs such as "Viva L'Amour" or improvise melodic ostinato to accompany pentatonic songs such as "Song of the Dragon." (d)

Standard 2 Benchmarks (Continued)

Grade Five

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
3	e. Compose and arrange music within specified guidelines.	Students create original music or adapt existing music to accompany a short story, including written notes or notation, using standard or nonstandard notational systems. (e)
3	f. Use a system (syllables, numbers, or letters) to read simple pitch notation (treble clef/major keys).	Students sight-read simple melodies in playing the soprano recorder. (f)
1	g. Perform easy rhythmic, melodic, and chordal patterns accurately and independently on classroom instruments.	Students accompany class singing of two- and three-chord songs using autoharps (chorded zithers), guitars, or barred instruments. (g)

Student Work Sample



Standard 3. Historical and Cultural Context

Understanding historical contributions and cultural dimensions of the arts

Music descriptor: Students develop knowledge and skills necessary to understand and perform music from all parts of the world. They investigate the relationship of music to history and culture.

Benchmarks

1. The student performs music from a variety of cultures.
2. The student demonstrates an understanding that music as well as composers and musicians reflect and influence culture.
3. The student demonstrates an understanding of major music traditions and styles from a variety of times and places.
4. The student identifies a variety of instruments from various cultures and describes how they sound.

Grade Three

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1	a. Sing or play, from memory, songs of diverse cultures.	Students play and sing such songs as the Chinese "Song of the Dragon," the African "Che Che Koolan," and the European "The Cuckos." (a)
2	b. Identify musical characteristics of musicians representative of a variety of genres and cultures.	Students research a musical work, such as "Chinese Dance" from Tchaikovsky's <i>Nutcracker Suite</i> , then discuss or report on the form, content, style, and purpose(s) of the work and consider the context in which the piece was created. (b)
2	c. Briefly describe what she or he hears in program music.	Students listen to each section of Grofe's <i>Grand Canyon Suite</i> and write several sentences that describe the events of each section. (c)

Grade Four

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
2	d. Recognize the influences of styles from various cultures on the contemporary music of the United States. e. Recognize cultural and historical characterizations that influence the form and style of music.	Students research music from a specific culture and explain the role of the musician in that culture and time period; for example, music in an early California mission, music during the California Gold Rush, or music of the Native Americans in California. (d, e)

Standard 3 Benchmarks (Continued)

Grade Four

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
3	f. Identify and discuss musical styles of two different cultures.	After listening repeatedly to and discussing two New Year's songs of different cultures, students sing the songs with appropriate expression. Example songs would be the European "Auld Lang Syne" and the Asian "Song of the Dragon." (f)
3	g. Study and talk about the impact music may have on important historical events.	Students sing protest songs from different periods of history, such as the African American song "We Shall Overcome" and the Spanish "De Colores." Working in small groups, students create similar songs based on such current problems as hunger, poverty, and injustice. (g)

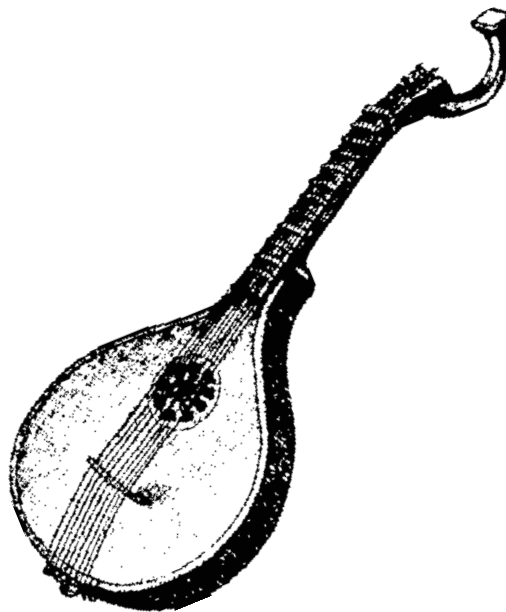
Grade Five

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
3	h. Use appropriate terminology in describing music, music notation, musical instruments and voices, and musical performances from various cultures.	Students listen and respond appropriately to music selected from different cultures and time periods and identify the instruments used in each. (h)
3	i. Recognize the social functions of a variety of musical forms in various cultures and time periods.	<p>Students identify and describe, through varied means (words, movement, mime, or visual art), music from a variety of cultures and time periods. California history examples might include music from the time of early California missions, music from a California gold mining camp, music of Native Americans of California, and music such as "De Colores" and "We Shall Overcome." (i)</p> <p>Students listen to and/or sing examples of traditional folk singing styles from such contrasting areas as Southeast Asia, South Africa, the Middle East, and the British Isles. Students select appropriate adjectives to describe vocal similarities and differences when compared with selected popular jazz and rock songs. (i)</p> <p>Students research the backgrounds and environments of two composers and determine possible influences on each composer's music. Examples might include <i>Finlandia</i>, Sibelius; <i>Bachianas Brasileiras</i>, Villa-Lobos; <i>Grand Canyon Suite</i>, Grofe; <i>Lincoln Portrait</i>, Copland; <i>Variations on America</i> or <i>Three Places in New England</i>, Ives. (i)</p>

Standard 3 Benchmarks (Continued)

Grade Five

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
4	j. Identify and describe timbres of instruments from various cultures and time periods.	Students listen to instrumental examples of "world music" (Africa, Arabic, Asian, etc.). Students identify aurally the instrumental group, classifying the instruments by timbre (i.e., membranophone, aerophone, chordophone, idiophone). (j)



Standard 4. **Aesthetic Valuing**

Responding to, analyzing, and making judgments about works in the arts

Music descriptor: Students describe, analyze, interpret, and derive meaning from musical works. They develop criteria, then make critical judgments about and determine the quality of musical experiences and performances based on elements and principles of music.

Benchmarks

1. The students demonstrate an understanding that specific criteria can be developed and used to assess the qualities and merits of a musical composition or a performance.
2. The students explain and demonstrate, using appropriate music terminology, their personal preferences for specific musical works and styles.

Grade Three

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1	a. Name and talk about differences in tempo and dynamics in contrasting musical selections.	Students listen to orchestral selections such as Igor Stravinsky's <i>The Firebird</i> or Aaron Copland's "Hoe Down" (<i>Rodeo</i>), and create movements to show differences in tempo and dynamics. They then talk about tempo and dynamic differences between these pieces. (a)

Grade Four

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1	b. Identify characteristics of an effective musical composition or performance, including structure, content, style, and meaning, and other specific effective characteristics.	With the class as a whole or in cooperative learning groups, students develop criteria for an effective musical composition or performance. Students listen to a recorded performance of students' work or the work of others and evaluate it in terms of criteria developed for an effective musical composition or performance. (b)

Grade Three

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
2	c. Develop and apply appropriate criteria to support personal preferences for specific musical works.	Students use developed criteria for an evaluation based on knowledge of the elements of music (melody, rhythm, harmony, form, expressive qualities) and apply the criteria to the evaluation of two or more specific works to support their personal preferences. (c)

Standard 5. Connections, Relations, Applications

Connecting and applying what is learned in each art form to learning in other art forms, subject areas, and careers

Music descriptor: Students apply what they learn in music to learning in other subject areas. They develop competencies in problem solving, communication skills, working with others, and management of time and resources, all of which contribute to lifelong learning and career skills.

Benchmarks

1. Students identify similarities and differences in the meanings of common terms used in the various arts.
2. Students experience the creative process of music while working in small groups.
3. Students identify ways in which the subject matter of other disciplines taught in the school are interrelated with those of music.

Grade Three

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1	a. Demonstrate that an element from music connects to another art form.	Students hold up the appropriate cue card, "A" or "B," when singing contrasting sections of a song such as "Old Joe Clark." Students then create dance movements appropriate for each section. (a)

Grade Four

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
2	b. Work cooperatively to perform or create a song.	In small groups students decide on instrumental accompaniments for familiar songs. (b) In small groups students compose a melody for a <i>haiku</i> poem they have written. (b)

Grade Five

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
3	c. Identify expressive characteristics in works of art and music and talk about meanings.	Students look at Winslow Homer's <i>Snap the Whip</i> or Pablo Picasso's <i>Acrobat on a Ball</i> and imitate the positions of the figures in the paintings. Each student talks about the experience and interprets how the people depicted in the reproduction might have felt. They select music that they think would illustrate the painting. (c)

Grades Six Through Eight

Standard 1. **Artistic Perception**

Processing, analyzing, and responding to sensory information through the language and skills unique to the arts

Music descriptor: Students listen to, analyze, and describe music using music terminology. They read and notate music.

Benchmarks

1. The student analyzes the uses of the elements of music in given aural examples.
2. The student describes specific music events in a given aural example, using appropriate terminology.
3. The student identifies and uses standard notation symbols, including both the treble and bass clefs.

Grade Six

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1, 2	a. Discover how sounds may be created or altered by the musician or composer.	After a guest musician demonstrates the manner in which a variety of sounds may be produced on single-sound sources (e.g., an acoustic instrument, an electronic instrument, and a voice), students describe and compare the sounds. (a)

Standard 1 Benchmarks (Continued)

Grade Six

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1, 2	b. Recognize that recurring patterns contribute to unity in the other arts and our environment, as well as in music.	Students collect photographs and art prints that illustrate repetition. They observe the way our human forms achieve balance (e.g., two arms, two legs) and obtain examples of popular songs in which balance is achieved through repetition. Students learn a folk dance that incorporates repeated movements and songs such as "Ifca's Castle" or "Are You Sleeping?" which have repeated phrases. Students listen to examples of orchestral or band music with clear examples of repetition, such as Symphony no. 7, second movement, by Beethoven; "Baby Elephant Walk," by Mancini; or "On the Beautiful Blue Danube," by Strauss. Following these activities, students describe the balance created by repetition. (b)

Grades Seven and Eight

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1	c. Recognize, through listening, the following elements of music: rhythm, melody, harmony, texture, and timbre.	Students listen to "American Salute," by Morton Gould. They identify the theme (melody) and its variations: changes in rhythm, instrumentation, harmony, and tempo. (c)
2	d. Identify forms and styles used in diverse genres and cultures to express musical ideas and do so using appropriate music terminology.	Students listen to the Native American piece "Stomp Dance," and to the East Indian piece "Ho Jamalo." They discover and describe the differences between call/response form as used in the two pieces. (d)
3	e. Identify, define, and use standard notational symbols.	Students read and write rhythm patterns in duple and triple meters, placing bar lines in appropriate places. (e) Students read simple melodic notation for melodic patterns or easy songs (e.g., "Down in the Valley"), using hand signs and five or more melodic syllables ("sol," "mi," "la," "re," "do," "fa," or "ti"). (e)

Standard 2. Creative Expression

Creating, performing, and participating in the arts

Music descriptor: Students develop vocal and instrumental music skills in order to perform a varied repertoire. They compose and arrange music and improvise melodies, variations, and accompaniments.

Benchmarks

1. The student performs a varied repertoire of music by singing and playing instruments.
2. The student composes and arranges music, improvises melodies, and creates variations and accompaniments.

Grade Six

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1	a. Listen and respond with movement to a variety of tempo changes in a work of music.	After listening to <i>March and Comedians' Galop</i> , by Kabalevsky, or <i>Hungarian Dance no. 5</i> , by Brahms, and discussing the tempo changes in the compositions, students work in small groups to choreograph movements that reflect the changes. Each group performs its choreography for classmates. (a)
1, 2	b. Sing or play, with increasing accuracy, a varied repertoire of music, alone and with others.	Students perform music using good breath control and posture, with attention to expression (dynamics, phrasing, articulation, etc.). (b)
1, 2	c. Demonstrate increased sensitivity to the structure and elements of music while creating and performing a short work of music.	Students compose and perform a short musical piece based on opposite or contrasting qualities of expression such as surprise and boredom, peace and frenzy, and happiness and sadness. Students then describe the work using appropriate vocabulary of musical elements such as rhythm, melody, tempo, timbre (tone color), dynamics, and form. (c, d)
2	d. Improvise interactions and responses to music at the appropriate skill level.	

Standard 2 Benchmarks (Continued)

Grade Seven and Eight

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1	e. Sing or play, alone and with others, a varied repertoire of music.	Students sing or perform music representing genres and styles from diverse cultures and historical periods. Students work to sing or play on pitch and in rhythm, with appropriate timbre, diction, posture, while maintaining a steady tempo. (e)
1	f. Define and interpret tempo, dynamic, and articulation markings.	Students play or sing expressively with appropriate dynamics, phrasing, and interpretation. (f)
1, 2	g. Read and perform accurately an assigned part of a musical score.	<p>After the teacher writes a 16-measure rhythm pattern on the board, the class is divided into three groups. Each group receives a single family of rhythm instruments (woods, metals, shakers). Students play their pattern in canon form; that is, each group starts one measure later than the previous group. (g)</p> <p>Students sing, play, or conduct to demonstrate their understanding of music's expressive elements, symbols, and/or markings, and explain the interpretation. (f, g)</p>
2	h. Improvise melodies, variations, and accompaniments.	Students improvise simple rhythmic variations and simple melodic embellishments on familiar melodies. (h)
2	i. Examine music to motivate original works based on the same descriptive or programmatic topic or idea.	After listening to excerpts from several compositions based on stormy weather—such as “The Storm”; <i>Grand Canyon Suite</i> , by Grofe; Symphony no. 6, third movement, by Beethoven; <i>William Tell Overture</i> , by Rossini—students compare the use and the manner in which elements of music interact and create original compositions based on the same topic. Student composers describe and defend their creative process. (i)

Standard 3. Historical and Cultural Context

Understanding historical contributions and cultural dimensions of the arts

Music descriptor: Students develop knowledge and skills necessary to understand and perform music from all parts of the world. They investigate the relationship of music to history and culture.

Benchmarks

1. The student listens to, talks about, and performs examples of music of various styles from a variety of cultures.
2. The student demonstrates an understanding of major music traditions and styles in a variety of times and places.
3. The student compares and contrasts a variety of instruments from various cultures and describes how they sound.

Grade Six

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1	a. Identify and describe different characteristic styles and tone colors in music from various cultures.	Students listen to and compare call-and-response songs from different cultures, such as American, Indian, Asian, and African songs. (a)
1	b. Describe the social functions of various musical forms.	Groups initiate research projects to examine the music of different eras. They look for clues in the music that reflect popular ideas of the time. Groups might examine the dance music during various periods, such as Baroque, great waltz, early U.S. "play party," and "swing" eras. One topic: Discuss how the dance music of those eras reflected changing attitudes toward women's dress. Along with music exploration, students also research the historical events that occurred during those periods. (b)

Grades Seven and Eight

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1	c. Analyze the uses of the elements of music in aural examples representing diverse genres and cultures.	Students analyze a variety of musical compositions in terms of the elements of the music and express the characteristics of each orally or in writing. Selections might include choral music from the Renaissance, ceremonial music from Southeast Asia, Highlife music from West Africa, and Indian sitar music. (c)

Standard 3 Benchmarks (Continued)

Grades Seven and Eight

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
		After studying absolute music (sometimes called abstract music) and program or descriptive music, students identify a piece of music as being one or the other and articulate the reasons for their decisions. Examples of absolute music are <i>Symphony no. 40 in G Minor</i> , Mozart; and <i>Canon in D</i> , Pachelbel. Examples of program music are <i>Danse Macabre</i> , Saint-Saens; and <i>Pictures at an Exhibition</i> , Mussorgsky. (c)
	d. Demonstrate an understanding of historical periods in music.	Students make a poster using the name of a historical period in music history, such as baroque, romantic, or contemporary, and decorate the word in the artistic style of the era. (d)
2	e. Describe how certain music has reflected social functions and changing ideas and values. f. Describe the roles of musicians and composers in various cultures and time periods.	After studying ballads, folk songs, corridos, and compositions that chronicle significant events or periods, students write an essay or a script and perform a dramatization that centers on the event the music depicts. Musical examples include “Roll on Columbia” (Woody Guthrie), “Santy Anna” (sea chantey), “The Sinking of the <i>Rueben James</i> ” (Woody Guthrie), <i>Victory at Sea</i> (Richard Rodgers), <i>Billy the Kid</i> (Copland), “Washing Machine—circa, 1943” (J. Hartford), and “Corrido de Cesar Chavez” (R. Fuentes). (e, f)
2	g. Identify the historical or cultural background of various selections of music by the manner in which elements of the music interact.	Working in groups, students select one time period from a set of designated time periods. Students conduct research and construct a historical time line that highlights customs, events, musical instruments, and the music of the period. Students discuss the interrelationships among the customs, events, and music and share in making a class presentation (in the order of the historical time line). (g, h)
3	h. Research musical instruments used in a specified culture.	

Standard 4. **Aesthetic Valuing**

Responding to, analyzing, and making judgments about works in the arts

Music descriptor: Students describe, analyze, interpret, and derive meaning from musical works. They develop criteria, then make critical judgments about and determine the quality of musical experiences and performances based on elements and principles of music.

Benchmarks

1. The student develops criteria for evaluating performances and compositions and applies the criteria to music activities.
2. The student evaluates the effectiveness of a given musical work and explains the musical means used to evoke feelings and emotions.

Grade Six

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
2	a. Describe the impact of program music using appropriate music terminology.	Students listen to each section of <i>Grand Canyon Suite</i> , by Grofe, and write several sentences that describe musical interpretation in each section. (a)

Grades Seven and Eight

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
2	b. Describe the effectiveness of a musical work in evoking feeling and emotions.	Students discuss or write about the musical means used to evoke feelings in several similar or contrasting pieces of music (e.g., <i>Adagio for Strings</i> , by Barber, and <i>Star Wars Theme</i> , by Williams). (b)
1	c. Develop criteria to analyze and evaluate musical compositions.	Students select two contrasting pieces of music and develop a set of criteria with which to compare these two selections. (c)

Standard 5. **Connections, Relations, Applications**

Connecting and applying what is learned in each art form to learning in other art forms, subject areas, and careers

Music descriptor: Students apply what they learn in music to learning in other subject areas. They develop competencies in problem solving, communication skills, working with others, and management of time and resources, all of which contribute to lifelong learning and career skills.

Benchmarks:

1. Students compare how works in music and works in other disciplines interpret various universal themes.
2. Students describe ways in which the subject matters of other disciplines taught in the school are interrelated with the subject matter of music.
3. Students research traditional and emerging career opportunities in music.

Grade Six

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1	a. Compare music to other art forms in interpreting universal themes.	Students study several contemporary musicals, such as <i>Annie</i> , <i>Oliver</i> , <i>The Wiz</i> , or <i>The Tap Dance Kid</i> , and discuss the manner in which song, dance, drama, visual art, and instrumental music interact to form a whole. A familiar story is then selected, and groups of students write and notate a song, melody, or rhythmic interlude to enhance segments of the story. (a)
2	b. Describe interrelationships between music and other disciplines.	Students select a period in history, such as the Renaissance, and discuss how music affected the people of the times or how historical events influenced the music. (b)

Grades Seven and Eight

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
3	c. Compare traditional and emerging roles of composers and performers.	Students watch the video <i>Beethoven Lives Upstairs</i> and compare his symphonies and piano music to movie soundtracks composed by contemporary musician John Williams (e.g., <i>Star Wars</i>). (c)

Grades Nine Through Twelve

Standard 1. **Artistic Perception**

Processing, analyzing, and responding to sensory information through the language and skills unique to the arts

Music descriptor: Students listen to, analyze, and describe music using music terminology. They read and notate music.

Benchmarks

1. The student demonstrates an understanding of music by analyzing and interpreting specific musical works using the vocabulary of music.
2. The student reads an instrumental or vocal score of up to four staves and describes how the elements of music and the standard notation symbols are used.

Grades Nine Through Twelve

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1	a. Identify more complex music forms when they are presented aurally.	Students describe in detail the form of a given aural example of music using appropriate music vocabulary. (a)
1	b. Analyze the uses of elements of music (melody, harmony, rhythm, texture, form, dynamics, and timbre) in given aural examples from diverse genres and cultures to express a musical idea.	Students describe the uses of the elements of music and expressive devices in a given aural example of music. (b)

Standard 1 Benchmarks (Continued)**Grades Nine Through Twelve**

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1	c. Analyze and describe how the elements of music are used to express an idea or feeling.	Students compare and contrast the use of elements of music in two master compositions, such as <i>The Pines of Rome</i> , by Respighi, and Symphony no. 6 (<i>Pastoral</i>), by Beethoven. (c)
2	d. Identify and define the standard notational symbols used in the reading and writing of music.	Students demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the musical symbols are used. (d)

Standard 2 Creative Expression

Creating, performing, and participating in the arts

Music descriptor: Students develop vocal and instrumental music skills in order to perform a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments.

Benchmarks

1. The student sings or performs on an instrument, with expression and technical accuracy, a varied repertoire of vocal or instrumental literature, including songs performed from memory.
2. The student composes and arranges music for voices and various acoustic and electronic instruments.
3. The student demonstrates an understanding of the forms and elements of music used to express ideas, feelings, and interpretations of the musician/performer and composer/arranger.

Grades Nine Through Twelve

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1	a. Sing or perform on an instrument, with expression and technical accuracy, a varied repertoire of vocal or instrumental literature (Western and non-Western), including selections performed from memory.	Students demonstrate well-developed ensemble skills and perform in small ensembles. (a)
1, 2	b. Read and write music.	Students sing music written in four parts or perform on an instrument alone, using a varied repertoire of music and demonstrating appropriate expression and technical accuracy. (a, b)
2	c. Improvise music.	Students compose and improvise melodies, variations, and accompaniments. (b, c)
2	d. Compose and arrange music using the elements of music for expressive effect.	Students improvise rhythmic or melodic variations on given melodies in major or minor scales. (c)
2, 3	e. Use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging music.	Students arrange selections for voices or instruments other than those for which the pieces were written and in ways that preserve or enhance the expressive effect of the music. (d, e)

Standard 3. Historical and Cultural Context

Understanding historical contributions and cultural dimensions of the arts

Music descriptor: Students develop knowledge and skills necessary to understand and perform music from all parts of the world. They investigate the relationship of music to history and culture.

Benchmarks

1. The student compares and contrasts examples of music and instruments from a variety of cultures, times, and places.
2. The student understands that music and musicians reflect, play a role in, and influence culture.

Grades Nine Through Twelve

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1	a. Perform music from throughout the world and throughout history.	Students sing or play, with expression and technical accuracy, a varied repertoire of vocal or instrumental literature from diverse cultures. (a)
1	b. Analyze aural examples and identify cultural characteristics that determine the historical and cultural context of the music. c. Describe the social functions of a variety of musical forms in various cultures and time periods.	Students are given three representative examples of music (e.g., a jazz or pop selection, a performance of an Indonesian gamelan, movements from a Beethoven symphony, a Palestrina mass, a Haydn quartet, a Copland ballet). Students correctly identify the genre or style and the historical period or culture of two of the three works. Students justify their identifications by means of relevant and correct comments concerning at least four of the following characteristics for at least two of the works: the medium, form, rhythm, harmony, and expressive devices. Students' comments demonstrate an ability to perceive many of the details of music presented aurally. (b, c)
2	d. Discuss the roles of musicians and composers and how their roles have changed or remained the same through history.	Students read articles or books about well-known historical composers as well as contemporary composers (including female composers like Ellen Taaffe Zwilich, featured in <i>Music Educators Journal</i> , March 1992). Students discuss emerging career opportunities in music for both men and women. (d)

Standard 4. **Aesthetic Valuing**

Responding to, analyzing, and making judgments about works in the arts

Music descriptor: Students describe, analyze, interpret, and derive meaning from musical works. They develop criteria, then make critical judgments about and determine the quality of musical experiences and performances based on elements and principles of music.

Benchmarks

1. The student evaluates a performance, composition, or arrangement by comparing it to exemplary models, using criteria developed prior to the experience.
2. The student develops specific criteria for making informed, critical judgments about the quality and effectiveness of performances, compositions, arrangements, and improvisations.
3. The student musician compares formal classical criteria for evaluation with the criteria he or she developed for the evaluation of a variety of musical works.

Grades Nine Through Twelve

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1, 3	a. Listen to, analyze, and discuss the form, content, style, techniques, and purposes of works in music.	Students record personal reflections on form and elements used in works they listened to in class and on a minimum of ten works they listened to on their own. Students identify and explain compositional devices and techniques used to provide unity and variety (as well as tension and release) in one of the musical works and give examples of other works that make similar uses of these devices and techniques. (a)
1, 3	b. Classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary (high-quality and characteristic) musical works and explain the characteristics that cause each work to be considered exemplary.	Students work in groups to report on a specific composer or specific style of music. Using the vocabulary of music and based on learned and developed criteria, students critique a single representative piece of music of the style or composer they have selected. (b)
1, 2	c. Develop specific criteria for making informed, critical judgments about the quality and effectiveness of performances, compositions, arrangements, and improvisations by themselves or by others.	Students are asked to record themselves in the performance of a piece of instrumental or vocal music from three to six minutes in length. Students are asked to listen to the recording and to write an evaluation of the performance based on its technical accuracy, expressive or musical qualities, and overall effectiveness. (c)

Standard 5. **Connections, Relations, Applications**

Connecting and applying what is learned in each art form to learning in other art forms, subject areas, and careers

Music descriptor: Students apply what they learn in music to learning in other subject areas. They develop competencies in problem solving, communication skills, working with others, and management of time and resources, all of which contribute to lifelong learning and career skills.

Benchmarks

1. Students explain ways in which the organizational principles and subject matter of various disciplines are interrelated with those of music.
2. Students research traditional and emerging career opportunities in music.

Grades Nine Through Twelve

Benchmark	The student will be able to:	Sample tasks providing some evidence that students are meeting the standards:
1	a. Discuss how elements, artistic processes, and organizational principles of music are interrelated to those of music and the other arts.	Students explain how elements, artistic processes (such as imagination or craftsmanship), and organizational principles (such as unity and variety or repetition and contrast) are used in similar and distinctive ways in the various arts, business, or sports, citing examples. (a)
1	b. Explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music.	Students compare how an impressionist artist, such as Claude Monet, used artistic elements and principles in a painting (e.g., Monet's <i>Water Lilies</i>) with how Debussy used musical elements in <i>La Mer</i> . (b) Students working individually or in small groups do a report on the state of two or more arts during a particular time period (e.g., the reign of Louis XIV of France or the Harlem Renaissance of the 1920s). The students compare the theory and practice of the various arts during the period. The state of the arts in other contemporary cultures or contexts should be referred to (e.g., for Louis XIV, what was happening elsewhere in Europe? In the Harlem Renaissance, what was happening in the concert and opera halls and the cabarets of New York and on the Broadway stage?). Students cite, analyze, and explain the styles that predominated in each art and name the individuals who were most influential, describing the contributions of each. (b)
2	c. Research and report on careers in music.	Student musicians interview and report on a person in the community who works as a musician, in the music industry, or in a career related to music. (c)